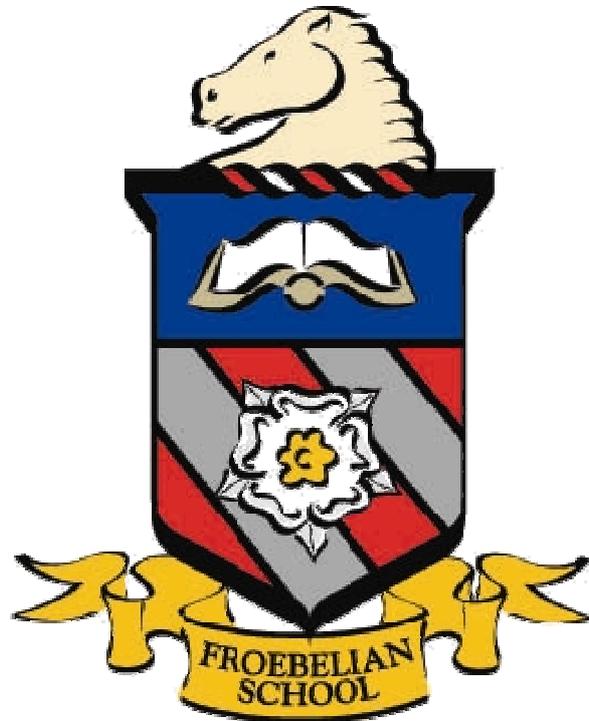


The Froebelian School



Policy document for The Education of Gifted & Talented Children

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CONTENTS

1. Introduction	Page 3
2. Definitions	Page 3
3. Aims	Page 4
4. Identification	Page 4
5. Teaching and Learning Programmes	Page 5
6. Grouping	Page 6
7. Monitoring and Reviewing Gifted & Talented Pupils	Page 6
8. Links with Home and the Community	Page 7
9. Organisation and Evaluation of the Provision	Page 7
10. The Role of the Gifted & Talented Co-ordinator	Page 8
11. Staff Development	Page 8
12. Health and Safety	Page 8
13. Resources	Page 9
14. Review	Page 9

POLICY FOR THE EDUCATION OF GIFTED AND TALENTED CHILDREN

1. Introduction

This policy has been drawn up with reference to the guidance from The Department For Children, Schools and Families Standards website and should be viewed in the wider context of the school's aims and objectives and its development plan.

Most children begin their education at The Froebelian School at the age of three, where extra support is available in the classroom. This assists the early identification of children who show signs of being *Gifted* or *Talented*.

At Froebelian, we recognise that it is very important to identify our potential G&T cohort, and to develop the essential skills to nurture and challenge their ability; however we are aware that children develop and grow at different rates. This can sometimes mean that a child who may be showing signs of being *Gifted* or *Talented* in the Foundation Stage (LKG & KG), may not necessarily remain on the Register throughout his/her Froebelian school life, as peers may catch up with him/her, or his/her specific ability and potential may stop growing at an accelerated rate.

2. Definitions

Following a discussion at a designated staff meeting during the first half of Autumn Term 2006, the following is a working definition of our Gifted and Talented.

Our Gifted and Talented Cohort will include those pupils who, by virtue of current achievement and/or potential ability in one or more areas of excellence, require special provision beyond that normally accommodated by routine differentiation.

The pupils identified in the Cohort will be achieving, or have the potential to achieve, significantly higher than the average expected for their year group at Froebelian (which may be different from national norms).

Gifted pupils show, or have the potential to show, advanced ability in one or more of the subjects or areas of learning in the formal, academic curriculum.

Talented pupils show advanced ability or potential in a practical or performance related sphere or in any sport or creative art.

All-rounders will have a range of academic ability and/or talents.

It is anticipated that the Cohort shall vary from year to year, and even from term to term. It is thought that the cohort will generally consist of 15% - 18% of the school's pupils.

3. Aims

- To improve the motivation and attainment of Gifted and Talented pupils.
- To develop the provision of discrete teaching and learning programmes to enable Gifted and Talented pupils to achieve their full potential.
- To develop a support system to meet the special needs of our Gifted and Talented pupils.
- To work with parents/carers of Gifted and Talented pupils when required, to ensure support and determine the focus of the child's needs.
- To demand high standards in conduct, attitude and quality of work.

4. Identification

The strategy for the identification of Gifted and Talented pupils will be consistent with the aims and objectives of this policy. The data used for identification will be valid and relevant. It will give information on a wide range of skills and abilities and will enable the recognition of underachievement.

The data will be selected from:

- National Curriculum Tests and Teacher Assessments.
- teacher nomination, either by Class Teachers, or Subject Co-ordinators.
- classroom observation.
- examination of pupils' work.
- checklists - general and subject specific.
- reports and recommendations from relevant third parties e.g. sports coaches, drama teachers.

The Cohort will be reviewed regularly, thus providing a mechanism for the composition of the Cohort to change as pupils' abilities change, or pupils join or leave the school.

The identification strategy will also be flexible enough to deal with pupils who join the school from other primary schools, or those who are late or early developers.

Identification will be a continuous, whole school process. It will not focus exclusively on the current Cohort, and will make provision for movement into and out of the Cohort as necessary.

It is important to remember that movement into and out of the Cohort is likely to be more frequent for younger pupils, particularly those in Foundation Stage. This reinforces the need for careful monitoring throughout the year, and close liaison with parents/carers, in addition to the annual compilation of the Gifted and Talented Cohort.

5. Teaching and Learning Programmes

The school will continue to develop and extend distinct teaching and learning programmes for its Gifted and Talented pupils. The programmes will acknowledge that distinctiveness and difference can be achieved through effective use of differentiation in all settings.

The school will seek to acquire additional support from outside agencies to nurture a specific Gift or Talent when required.

All pupils in the Cohort shall be entitled to maximum possible access to a broad and balanced curriculum, including the National Curriculum, in appropriately differentiated form.

The programmes will include:

- enrichment activities both in and out of school.
- extension and enhancement in both schoolwork and homework.
- differentiation by task as well as outcome.
- opportunities to use classroom assistants where appropriate to help a child develop a particular gift or talent.
- shared learning experiences with able pupils from other schools when appropriate e.g. master classes.
- pastoral care and counselling.

Developments may include:

- individualised programmes.
- master classes and summer schools.
- promotion of independent learning including the use of ICT.
- opportunities for a broader or modified curriculum where appropriate.
- development of higher order thinking and learning skills.
- acceleration and fast tracking where appropriate.
- flexible changes to teaching groups.

In the classroom, teachers will be expected to:

- provide well-paced stimulating lessons to motivate pupils by challenging them.
- use problems, challenges and competitions.
- praise, encourage and reward with appropriate sensitivity, using the school reward system.
- demand high standards in conduct, attitude and quality of work.
- introduce and develop higher order thinking skills and creativity.
- avoid prolonged repetition.

Our Teaching and Learning Programmes will also help to create and sustain positive attitudes towards our Gifted and Talented pupils, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able pupils receive the right blend of challenge and support.

6. Grouping

The school acknowledges that no single grouping organisation will solve all the problems inherent in the provision of excellent teaching and learning for our most able pupils. Flexible grouping will be used where necessary, to meet the requirements of particular teaching and learning situations. Positive measures will be sought to counteract detected difficulties.

Where possible, identified pupils will be given some individual time on a termly basis to help develop their gift / talent.

The needs of individual pupils will remain paramount, especially when considering acceleration and fast tracking.

7. Monitoring and Reviewing Gifted & Talented Pupils

During the first part of the Autumn Term, Class Teachers and Subject Co-ordinators will undertake assessment and analysis to present to the Gifted and Talented Co-ordinator a list of children whom they think should be considered for inclusion in the Cohort. This should be done in consultation with the pupils' previous Class Teacher.

The full proposed Cohort list will be reviewed, and a working list will be agreed upon, for each academic year.

Monitoring and assessment will be an integral part of the education of Gifted and Talented pupils. It will inform the planning for the different teaching and learning programmes, and possess a flexibility to suit both usual and unusual circumstances.

The school will determine important areas for assessment and use these assessments as diagnostic tools to inform the learning programmes for individual pupils.

The Froebelian School aims to develop a consistent approach to the provision for Gifted and Talented pupils that will be understood by all staff, governors and parents/carers.

All pupils within the Cohort will have their needs regularly reviewed to evaluate the effectiveness of the provision, and whether they need to remain in the Cohort or be removed. These reviews will take place at least once a term, linked to the existing half-termly reviews of all pupils, in order to promote and maintain the pupils' self-esteem by aiming for realistic targets of achievement.

We will provide an environment which promotes a close partnership with parents/carers and encourages professional sensitivity towards our Gifted and Talented children and their families.

8. Links with Home and the Community

The school recognises that there are possible problems and anxieties as well as rewards for the parents of Gifted and Talented children.

The pupil may have:

- behavioural problems, including hyperactivity.
- problems in peer group relationships.
- sibling or peer rivalry.
- special needs unrelated to their ability.

Parents/carers may be concerned that their child is not benefiting from a suitable programme of work at school. They may wish to help but be uncertain about the best methods. The school will involve parents/carers at all suitable stages in the development of a Teaching and Learning Programme for their child. The school will offer information and advice freely.

The school must also be aware of parents'/carers' concerns if their child is not included in the Gifted and Talented Cohort at any particular time. A clear understanding of what our policy is aiming towards is available to all parents/carers to avoid anxieties.

Some of the provision for our Gifted and Talented children will take place within the wider community, such as children attending "SCALA" for drama, or "Carnegie" for gymnastics, etc. The co-ordinator will endeavour to make contact with such organisations to ensure continuity and progression for a particular child.

9. Organisation and Evaluation of the Provision

The school's Gifted and Talented Co-ordinator will help to organise and lead the activities associated with the Gifted and Talented Programme, with support from the School Council, the Headteacher and the Senior Management Team. Sufficient time will be allocated for the Co-ordinator to undertake the role effectively.

A Gifted & Talented Register, and a record of the provision for each individual on the Register will be developed and maintained by the Co-ordinator. A copy of this is held on the school's central gateway, "Flying".

Class Teachers have overall responsibility for Gifted and Talented pupils in their class, but must liaise closely with relevant Subject Co-ordinators and outside agencies. S/he must provide special help within the normal curriculum framework, and explore ways in which increased differentiation of classroom work might better meet the needs of the individual child.

The Class Teacher/Subject Co-ordinator must inform the Gifted and Talented Co-ordinator of any child who they believe should be included in or removed from the Cohort. S/he must monitor and review the child's progress, by liaising with the Headteacher, the Gifted and

Talented Co-ordinator, other colleagues, parents/carers and external agencies when appropriate.

10. The Role of the Gifted & Talented Co-ordinator

The role of the Gifted & Talented Co-ordinator is to:

- lead the development, implementation, monitoring and evaluation of the school's policy for identifying its cohort of Gifted and Talented pupils and the teaching and learning programmes for them.
- support colleagues in the development of work plans for the children in the current Cohort.
- keep abreast of developments in the Gifted & Talented field, including attending relevant courses and the dissemination of appropriate advice and information to colleagues.
- organise INSET training when appropriate.
- liaise with Subject Co-ordinators to assist in organising out of school visits for certain children in the Cohort.
- work with class teachers and curriculum co-ordinators, to develop, implement, monitor and evaluate the complementary study support programmes for these pupils.
- liaise with outside agencies regarding the provision for some pupils within the cohort.
- oversee purchase and organisation of resources for our Gifted & Talented pupils.
- understand the academic, social and emotional needs of our Gifted & Talented pupils and ensure that all able pupils receive the right blend of challenge and support.
- provide useful web links for members of staff.

11. Staff Development

The school recognises the need for staff training and development to meet the needs of the most able. The Gifted & Talented Co-ordinator will make recommendations to the Headteacher for INSET and bespoke training when appropriate.

12. Health and Safety

Most teaching and learning takes place within the normal classroom environment. All teaching areas within the school have undergone a detailed risk assessment and copies are kept by the bursar.

Instructions on materials must be followed carefully and rooms should always be well ventilated when working with paints and varnishes etc. Young children should never be left unsupervised using scissors and other sharp edged implements.

Staff are reminded of their health and safety responsibilities routinely and suitable training is provided when appropriate. Teachers remind pupils about potential hazards whenever advisable.

All educational visits outside school are carefully planned and a detailed risk assessment is carried out. Staff must refer to the School Health and Safety Policy for requirements regarding visits and fieldwork. Advice is available from the educational visits co-ordinator.

13. Resources

The Co-ordinator has a budget per year for purchasing resource materials. We are currently building up a resource bank of useful books, videos, DVDs, websites and posters for use with our Gifted & Talented pupils.

The Gifted & Talented Co-ordinator has used Dr Edward De Bono's Thinking hats, and currently uses "Wonderwall" posters with the whole of her Year 2 class. This is to try and heighten the children's critical and creative thinking skills from an early age.

14. Review

The School Staff are aware of the need to review provision for The School's most able, and potentially able, in line with current educational thinking and guidelines. The Register and level of provision will be kept up to date. Staff will be made aware of any changes to the Gifted and Talented provision at the earliest opportunity. Any necessary changes will then be implemented and included in the revised policy document.

This policy has been shared with all staff and approved by the SLT.

This policy is reviewed by the Gifted and Talented Co-ordinator every two years in light of experience, research and good practice.

Policy Date: March 2017

Review Date: March 2019